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failed their students in the nineteenth century. They are not educating the masses of children to be masters of industry. On the contrary they are participating—at least to the extent of passive acquiescence—in the evil process of making them slaves to machines.

To counteract this commercialization and the deadening influence of the popular wave of trade education, we must have a new education.

This new education of youth the Nation sorely needs. We must establish in all the oncoming generation an unwearying spirit of inquiry with regard to industry. Nothing can be safely assumed in regard to it. Is it paying its social costs? Is its product, indeed, value received? Does it bring forth beauty?

One wishes that she might have had time to follow this idea out with some concrete suggestion as to the curriculum of the public schools, which is certainly now a survival from a type of industrial and economic society which we have now for some decades left behind us. Her most suggestive proposal is for the wholesale extension of part-time schools, all young workers to be kept in them until the age of twenty-one.

All in all, despite the inevitable faults of a book based upon the lecture form, the reader will peruse many books before he will find a more suggestive one than this with regard to our problems of social economy. Through it all runs a fine strong thread of democracy and of efficiency, not the Pecksniffian efficiency of the scientific manager, but that of a really human valuation.

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Elements of Record Keeping for Child-Helping Organizations. By GEORGIA G. RALPH. New York: Survey Associates, Inc., 1915. Pp. xii+195.

"This book is a collection and amplification of suggestions sent out by the Department of Child-Helping [of the Russell Sage Foundation] in answering requests for information concerning practical record forms and filing systems for child-caring organizations" (p. iii).

Here is a little volume which should prove of great assistance to all workers with children, who realize the need of accurate and informing records of their cases. It would prove an unspeakable boon to two other classes of persons if they could be induced to read it; first, for the naïve worshiper of statistics it would fearlessly disrobe many an imposing tabulation, revealing the frail fabric of wires and rods within. Nothing is more salutary for the person whose work should involve the weighing

of statistical evidence, but whose practice is to accept statistics as self-authenticating, than to work for a time among the often very raw materials out of which they are compounded with so much facility.

Another sort of person who ought to have this book as "required reading" is the one who is so concerned with the human factor, the *doing* of the immediate, personal, human job, that mere records—least of all detailed, uniform, objective records—seem a waste of valuable time. "When the matron of a Pennsylvania institution was asked for some very necessary information to help in deciding the futures of certain children in the home, she said that she could not give it because she had been there but a few months; that her predecessor, who 'didn't see the good of records' because she 'remembered all about the children,' had died suddenly, and all the information had died with her" (p. 2). Boys and girls upon coming to maturity not infrequently find themselves permanently deprived of valuable information about their parents and family connections through such inexcusable negligence on the part of institution authorities to whom vague and defective records had seemed good enough.

One phase of institutional record-keeping is of especial importance—that which concerns the placing-out and supervision of children. Society and foster-parents alike have the right to be assured that institutions, for example, are not peddling witless though winning defectives about the state to the confusion of family life and the propagation of imbecility and moral irresponsibility.

As to the further contents of this interesting study, it may suffice to mention a few leading topics: records showing identity and whereabouts; physical and mental records of the individual child; records for the investigation of foster-homes and the supervision of placed-out children; the use of records in preventive work; methods and devices for indexing and filing; abstracting material for annual reports. A large part of the book consists quite properly of concrete examples of records in illustration of the principles set forth.

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Ethics in Service. By WILLIAM HOWARD TAFT. New Haven: Yale University Press, 1916. Pp. 101. \$1.00.

This volume, like the author's occupancy of the White House, will not secure the enthusiastic indorsement either of the typical standpatter or of the orthodox radical, for while admitting the existence of evils